



## BARTONS PRIMARY SCHOOL

### RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

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Governor Committee	Curriculum Committee / FGB
Chair of Governors signature	
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#### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Support pupils in understanding personal safety and choices
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

#### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. The statutory objectives are set out in Appendix 1.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

The statutory objectives for Relationships and Sex Education (2019) are set out in Appendix 1. We are not required to provide sex education but we do need to teach the elements of sex education contained in the statutory science curriculum. Parents may choose to withdraw their child from non-statutory elements of the scheme of work.

Other legislation and guidance relevant to this policy are: Keeping Children Safe in Education (Sept 2020) and Teaching online safety in school (2019)

At Bartons Primary School we teach RSE as set out in this policy.

#### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on this policy and answer a survey
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so the pupils are informed, advised to ask further questions at home if needed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby develops

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **6. Delivery of RSE**

RSE is taught within the relationships, safety and health (RSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and are highlighted yellow in Appendix 2.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families, friends and relationships
- Online relationships
- Being safe, and
- Identity

Pupils also receive stand-alone sessions about puberty in Y5/6 delivered by their class teacher or other appropriate school staff. The content of these sessions is highlighted green in Appendix 2.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances

(families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teachers will embrace the contributions children make to the sessions regarding family and relationships and they will encourage the children to be considerate and tolerant of difference. Adults in school will not promote a particular stance or viewpoint on relationships and they will be mindful of the children in their care when conducting conversations about the differences between families.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8) which are highlighted in green in Appendix 2.

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All staff will be responsible for teaching RSE to their class according to the whole school scheme of work.

Staff will provide opportunities to share in more detail the content and resources used for the non-statutory elements of the RSE curriculum prior to the learning journey in school.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from the non-statutory aspects of RSE.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the RSHE leader through:

Planning scrutiny, learning walks, observation and pupil interview.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSHE subject leader. At every review, the policy will be approved by the Governing Board.

## Appendix 1: Statutory Guidance

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of</li> <li>• positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>



## Appendix 2: RSE Curriculum Map

### STRAND 1: Being safe

YEAR	TERM	CURRICULUM CONTENT
1		<ul style="list-style-type: none"><li>• To know some basic rules for keeping themselves safe.</li><li>• Recognise and name feelings associated with worry and what can cause worry.</li><li>• Explain why it is very important to tell someone if they are worried about something.</li><li>• Know when to keep a secret and when to tell</li><li>• Identify when people might want or need to keep something private</li></ul>
2		<ul style="list-style-type: none"><li>• To know who they trust and who they can ask for help</li><li>• Develop strategies to be able to manage worries</li><li>• Identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)</li><li>• Understand the right to say "no" to unwanted touch or when something feels funny in your tummy</li><li>• Be able to name body parts and know which parts should be private</li><li>• Recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult (even if they have been asked not to)</li></ul>
3		<ul style="list-style-type: none"><li>• Understand when it is appropriate to take a risk and when to say no</li><li>• To recognise the physical signs our bodies give us when we are feel unsafe or scared</li><li>• Identify people they can go to if they are feeling uncomfortable or hurt</li><li>• Understand there is a difference between accidental and purposeful hurting</li><li>• Recognise that physical contact that is aggressive or hurtful is not acceptable</li><li>• Understand that they have the right to say "no" to unwanted touch</li></ul>
4		<ul style="list-style-type: none"><li>• Explain what it means to keep something secret or confidential</li><li>• Describe how secrets make us feel and secrets that make us uncomfortable should be shared</li><li>• Develop strategies to break confidence or not keep secrets that feel uncomfortable</li><li>• Explain that everyone has a right to have their 'body space' respected and they should respect others</li><li>• Be able to identify adults they can trust and ask for help</li><li>• Understand that they have the right to say "no" to unwanted touch</li><li>• Describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable</li></ul>

YEAR	TERM	CURRICULUM CONTENT
5		<ul style="list-style-type: none"> <li>• Recognise risk and make decisions about personal safety</li> <li>• Develop strategies to break confidence or not keep secrets that feel uncomfortable</li> <li>• To understand 'fight or flight' and the effect this can have on our bodies</li> <li>• To understand 'gut instinct'</li> <li>• To understand that loving someone doesn't mean you always have to say yes</li> <li>• Understand what it means to be assertive</li> <li>• To understand that they have control over the choice they make about looking after their bodies</li> <li>• Explain in simple terms the concept of consent in relation to physical contact</li> <li>• Recognise that physical contact that is aggressive or hurtful is not acceptable</li> </ul>
6		<ul style="list-style-type: none"> <li>• Recognise risk and make decisions about personal safety</li> <li>• Understand when it is appropriate to take a risk and when to say no and seek help</li> <li>• To understand 'fight or flight' and the effect this can have on our bodies</li> <li>• To understand 'gut instinct'</li> <li>• Respect their own and others bodies</li> <li>• Understand what it means to be assertive</li> <li>• To understand that loving someone doesn't mean you always have to say yes</li> <li>• To understand that they have control over the choice they make about looking after their bodies</li> <li>• Explain in simple terms the concept of consent in relation to physical contact</li> <li>• Understand that they have the right to say "no" to unwanted touch</li> </ul>

## STRAND 2: Online Relationships

YEAR	TERM	CURRICULUM CONTENT
1		<ul style="list-style-type: none"> <li>• To suggest what is meant by 'private', 'privacy' and 'keeping something private'</li> <li>• Recognise the need to be safe in unfamiliar places</li> <li>• Know who to ask for help.</li> </ul>
2		<ul style="list-style-type: none"> <li>• Be able to identify what things people want to share with others and what is private</li> <li>• Identify why and when some things need to be kept private (passwords etc)</li> <li>• Describe ways to keep safe when online and who they can ask for help</li> <li>• Name some online places they need to be safe</li> <li>• Recognise that people online might be strangers.</li> </ul>
3		<ul style="list-style-type: none"> <li>• Recognise why we need to respect others privacy</li> <li>• To know it is ok to be unsure or hurt about something that has been shared when it was private.</li> <li>• Identify what things people might want to keep private</li> <li>• Identify and use ways of keeping safe when an adult is not overseeing what they do</li> <li>• Know who to ask for help.</li> </ul>
4		<ul style="list-style-type: none"> <li>• Recognise that people online might not be who they say they are.</li> <li>• Be able to identify what things people want to share with others</li> <li>• Identify what things people might want to keep private and why</li> <li>• Develop strategies to say no when feeling unsure about doing or sharing something</li> <li>• Know how to get help</li> </ul>
5		<ul style="list-style-type: none"> <li>• Identify what things people might want to keep private</li> <li>• Be able to identify what a dare is</li> <li>• Describe feelings associated with a dare or being pressured to share something</li> <li>• Identify when dares are ok and not</li> <li>• Identify language that is used persuasively</li> </ul>
6		<ul style="list-style-type: none"> <li>• Describe feelings associated with a dare or being pressure to share something not wanted</li> <li>• Develop strategies to say no when feeling unsure about doing or sharing something</li> <li>• Identify when dares are ok and not</li> <li>• Identify language that is used persuasively</li> <li>• Understand the implications of sharing sexual images/videos</li> </ul>

## STRAND 3: Identity

(Statutory National Curriculum for Science) (Non-statutory sex education content)

YEAR	TERM	CURRICULUM CONTENT
1		<ul style="list-style-type: none"> <li>To understand that all babies, human and animal, have mothers and fathers</li> <li>To be able to identify, name, draw and label the main external parts of the body and say which part of the body is associated with which sense.</li> <li>Describe basic differences and similarities between class members</li> <li>Recognise that everyone is equal but be proud of difference.</li> <li>Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc</li> </ul>
2		<ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults. Identify how they have changed so far and will continue to change as they grow.</li> <li>Know that people have things in common but that every individual is unique</li> <li>Consider the difference between boys and girls and what a stereotype is</li> <li>To understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that</li> <li>To be able to identify what they do and don't like doing</li> </ul>
3		<ul style="list-style-type: none"> <li>To understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults (skeleton and muscles)</li> <li>Understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that.</li> <li>Know that gender is just one factor of a person's identity</li> <li>Explain that everyone is equal no matter their identity</li> <li>Identify a wide range of factors that contribute to someone's identity</li> <li>Respect other's needs, feelings and opinion</li> </ul>
4		<ul style="list-style-type: none"> <li>To understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults (food/digestion/teeth). Introduce the term puberty and define this as changing form a child to an adult.</li> <li>Identify a wide range of factors that contribute to someone's identity</li> <li>Explain or demonstrate ways we can value others who are similar or different from us</li> <li>To know that stereotypes can be racist, sexist etc...</li> <li>To know that the media stereotypes gender</li> <li>To be able to recognise and challenge gender stereotypes and understand equality</li> </ul>

YEAR	TERM	CURRICULUM CONTENT
5		<ul style="list-style-type: none"> <li>• Describe the changes as humans develop from birth to old age</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• To know that stereotypes can be racist, sexist etc...</li> <li>• To know that equality is important in society and stereotypes can be challenged.</li> <li>• Understand how media messages affect attitudes and can cause inequality of opportunity</li> <li>• To know it is ok not to be the same as the people you see online or in the media</li> </ul>
6		<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>• To know that stereotypes can be racist, sexist etc...</li> <li>• To consider personal attitudes to gender roles and stereotyping</li> <li>• Understand how media messages affect attitudes and can cause inequality of opportunity</li> <li>• To know it is ok not to be the same as the people you see online or in the media</li> <li>• Recognise how media portrayal of adolescence and modern lifestyle is overly glamorised/distorted</li> </ul>

STRAND 4: Family, Friends and Relationships (Statutory National Curriculum for Science Or RSE) (Non-statutory sex education content)

YEAR	TERM	CURRICULUM CONTENT
1		<ul style="list-style-type: none"> <li>• Be able to identify special people in their lives and say what makes them special.</li> <li>• Understand and value the way their family is special</li> <li>• Describe ways people care for each other</li> <li>• To begin to feel part of a class group and enjoy it</li> <li>• To know that relationships are a two way thing</li> </ul>
2		<ul style="list-style-type: none"> <li>• Know that different types of family can have common features and functions</li> <li>• Know the people who look after them and their different roles and responsibilities</li> <li>• To understand that if someone leaves they might still love them</li> <li>• Understand how to be a friends and that friendships change</li> <li>• To recognise worth in others and say why someone is special to them</li> <li>• Respect others' needs, feelings and opinions</li> <li>• Know what bullying is and what to do if they experience or see it</li> <li>• Think about why bullying is unacceptable</li> </ul>
3		<ul style="list-style-type: none"> <li>• Consider positive characteristics of friendship</li> <li>• Understand that changes take place in human life (bereavement and making new relationships)</li> <li>• Know about what constitutes a positive, healthy relationship and about the skills to maintain positive relationships</li> <li>• To understand that relationships are two way and that feelings in individuals change</li> <li>• To know that people will recover from a relationship breakdown</li> <li>• To learn the importance of respecting the other person's wishes</li> <li>• To understand relationships can fail through no one's fault</li> <li>• To understand importance of talking about your feelings and not being embarrassed to seek help</li> </ul>

YEAR	TERM	CURRICULUM CONTENT
4		<ul style="list-style-type: none"> <li>• Know about what constitutes a positive, healthy relationship and about the skills to maintain positive relationships</li> <li>• To develop understanding of different types of relationship including marriage</li> <li>• Consider their developing responsibilities in relationships</li> <li>• Know and understand about the many relationships in which they are all involved</li> <li>• Identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)</li> <li>• To know that people will recover from a relationship breakdown</li> <li>• To learn the importance of respecting the other person's wishes</li> <li>• To understand relationships can fail through no one's fault</li> <li>• To understand importance of talking about your feelings and not being embarrassed to seek help</li> </ul>
5		<ul style="list-style-type: none"> <li>• To understand that all babies, human and animals have mothers and fathers</li> <li>• To recognise that not all families are the same.</li> <li>• Recognise what marriage / civil partnership means (i.e. A legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)</li> <li>• Identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values)</li> <li>• Recognise that two people who love each other can also be in a committed relationship, and not be married</li> <li>• Recognise that no one should feel 'forced' to marry</li> </ul>
6		<ul style="list-style-type: none"> <li>• Be able to explain what pregnancy means, how long it lasts and where it occurs</li> <li>• Describe changes as humans develop from birth to old age: To be able to identify parts of the reproductive system in males and females and describe their functions</li> <li>• To understand that all babies, human and animals have mothers and fathers</li> <li>• Know how the parts of the reproductive system relate to how a baby is made (production of sperm and eggs)</li> <li>• To know and understand about that reproduction and birth are part of the human life cycle</li> <li>• To understand the concept of consent</li> </ul>

### Appendix 3:

#### Parent form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education (Non-statutory Sex Education Objectives highlighted in Appendix 2 in green)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	



